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ABSTRACT

This handbook, produced by the School Environmental Impact Program (Indiana) was developed to improve school environments and to create more positive attitudes and behaviors in school participants (all those involved in the school and its environment). It is designed to help in the assessment of school conditions by individuals, groups, or school districts. The program focuses on the cafeteria as the hub of the school, since profound interaction has been observed between activity in the cafeteria and in other school settings. An overview provides a discussion of the total school environment, pointing out its composite parts: physical attributes, school rules on behavior, attitudes related to responsible behaviors in school settings, and decision making. Ways in which activities suggested in the handbook can be carried out are described. A format for conducting workshops to increase awareness of the school environment and to plan activities to improve attitudes and behaviors is presented. Four workshop activities are introduced: (1) to promote awareness of the school environment; (2) to assess problems and opportunities for change within the school setting; (3) to plan for achieving specific goals; and (4) to evaluate the success of the program. A questionnaire is provided for use in each of these activities. A case study is presented of a workshop that was successfully conducted using the format offered in this handbook. An annotated bibliography of eight major works in the area of school environments and their impact is included. (JD)

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SCHOOL ENVIRONMENT HANDBOOK

PART I: OVERVIEW AND WORKSHOP ACTIVITIES

by

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NUTRITION EDUCATION & TRAINING PROGRAM • INDIANA •

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INTRODUCTION

The School Environmental Handbook is a product of the School Environmental Impact Program. Its purpose is to help to improve school environments in order to produce more positive attitudes and behaviors of school participants, including administrators, teachers, support staff, students, and parents. The physical environments of schools and the rules which structure behavior have a profound impact on school participants. This handbook is designed to help schools to assess the conditions in their environment and to make changes which will produce more positive attitudes and more responsible behaviors.

The handbook has three parts. They are outlined below:

Part I is devoted to providing an overview of the Program and a model set of workshop materials. Schools using this part of the handbook can conduct workshops for any or all school staff which will enhance participants awareness of their environment and give them opportunities to plan changes which will affect attitudes and behaviors. An annotated bibliography is presented which is useful for all parts of the handbook.

Part II of the handbook focuses on awareness and assessment activities. Participants using this segment of the handbook will have many activities which will make either some argment of the school community or the entire school community more aware of its environment. Other activities focus on collecting information about the environment so that schools can "have the facts" before they proceed with proposed changes.

Part III includes planning for change and evaluation of changes that are implemented. Resources for activities on goal setting, steps in the planning process, and evaluating changes are presented in this section. Schools using this part of the handbook can develop strategies for change and assess their consequences.

The handbook is intended to be used flexibly. All three parts can be used together as a comprehensive program for school change. Otherwise, parts of the handbook can be used by individuals, groups within schools, school organizations or districts for targeted purposes or short-term goals. Basically, the handbook involves putting together school personnel -- including students, teachers, administrators, support staff, and parents -- to facilitate change. Any of these groups can initiate changes in a particular setting in their school or in the general school environment.

Material included here focuses on the cafeteria as the hub of the school. Two years of research in schools at all levels has demonstrated that activity in the cafeteria interacts profoundly with behavior in other school settings such as classrooms, libraries, and hallways. It is a two-way interaction: what is right or wrong with the cafeteria may stem from inside this setting,

but it may as well stem from outside the cafeteria itself. This handbook focuses on settings in the whole school environment. In a particular school, improvements in any one setting, such as the hallway, will most probably have a positive impact on many others, including the cafeteria. Improvements in the cafeteria will most probably have a positive impact on other settings, such as classrooms. We are interested here in helping to make changes in any of those settings where schools identify problems, for we know they will affect attitudes and behaviors school-wide.

The handbook stems from a program called the School Environmental Impact Program. This Program is funded by the Nutrition Education and Training Program, Division of School Food and Nutrition, of the Indiana Department of Public Instruction. Judith Gillespie has directed the Program and participated in the production of its key products. Patricia deHaas has made a major contribution to the development of this handbook. Both David Kessler and Mary Soley contributed to initial drafts of this material. David Kessler has had a major role in developing an associated research report reflecting the findings from information gathered during the study of the impact of school environments.

The project has piloted these materials and conducted workshops across the state of Indiana. Those who participated in the pilot test include Judith Gillespie, Patricia deHaas, Mary Soley, David Kessler, Barbara Allen, Mike Berheide, Gail Bumgarner, Debra Dean, Marsha Ellis, Christa McCluggage, Teresa Therrien, and Linda Wojtan. Acknowledgements are due to these individuals and to the schools who participated in the development of the workshops.

South Spencer Middle School: Rockport, Indiana
Woodside Middle School: Fort Wayne, Indiana
Greendale Middle School: Lawrenceburg, Indiana
Clarksville Middle School: Clarksville, Indiana
Fairmont Elementary School: New Albany, Indiana
Cynthia Heights School: Evansville, Indiana
University Middle School: Bloomington, Indiana
Terre Haute South High School: Terre Haute, Indiana
Vohr Elementary School: Gary, Indiana
Tolleston Middle School: Gary, Indiana
Horace Mann High School: Gary, Indiana

For further information about the project and its publications, please contact one of two sources. Either write to School Environmental Impact Program, Program in Educational Policy and Change, Workshop in Political Theory and Policy Analysis, Indiana University, 814 East Third Street, Bloomington, Indiana 47405; or to the Coordinator, Nutrition Education and Training Program, Division of School Food and Nutrition, Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204.

OVERVIEW

The basic approach of this material is to look at the school as a whole and the characteristics of its environment. The characteristics include the physical part of the environment as well as that part of the environment which involves people and their interactions. People and things make up the environment; what people are involved and what things are involved dramatically affect attitudes and behaviors.

There are several assumptions underlining these materials. They can be outlined as follows.

1. The cafeteria is the hub of the school. Information that has been gathered indicates that the cafeteria is the central setting in the school that directly influences attitudes and behaviors of participants (see Appendix: Figure 1). This is not necessarily because the cafeteria serves food, but rather because it becomes a gathering point for students, teachers, administrators, and support staff. It also serves multiple functions for clubs, study halls, classrooms, and other activities.

2. The general school environment and the cafeteria environment significantly influence each other. The school environment influences attitudes and behaviors in the cafeteria. If students have bad experiences in classrooms or in libraries, they carry these attitudes into the cafeteria. If they behave destructively in other settings, they will behave in similar ways in the cafeteria. In the reverse direction, the cafeteria has a powerful influence on the school environment. Attitudes and behaviors fostered in the cafeteria are carried over to other school settings.

3. The general school environment and the cafeteria influence attitudes and behaviors. Settings within the school such as the cafeteria, the classroom, the library, the school grounds, as well as clubs influence the attitudes and behaviors of the school participants. They can form negative or positive attitudes depending upon their interaction with the environment (see Appendix: Figure 2).

4. Two attitudes relate directly to responsible behaviors in school settings. Two attitudes specifically relate to responsible behaviors in school settings. One is self-esteem. The second is efficacy (see Appendix: Figure 2). If students and/or staff can feel good about themselves and feel they can contribute to settings

within their school, they are much more likely to demonstrate responsible behavior within the cafeteria setting and the school generally.

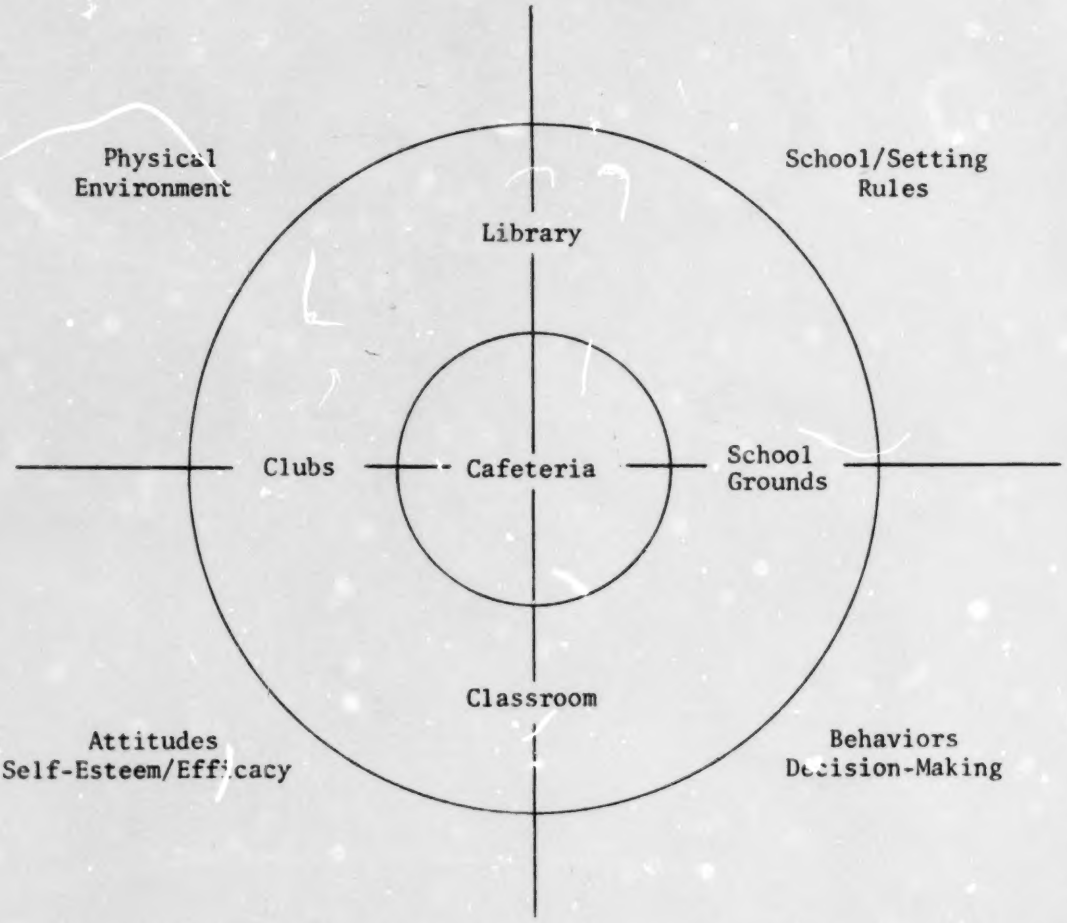
5. Encouragement of key responsible behaviors can influence habits of all school participants. The key responsible behaviors involve decision-making (see Appendix: Figure 2). Specifically, school participants need to be informed about what is happening in school. They need to be able to make choices about things that happen to them at school. They also need to be able to help to carry out the decisions they make and see what happens as a result.

6. Changing the habits of school participants needs to involve the full range of school participants in changing key attitudes and behaviors. In order for change to occur, the full range of school participants -- including administrators, teachers, students, support staff, and parents -- need to work together. This group needs to include food service personnel, librarians, custodial staff, teachers, students, administrators, secretaries, counselors, and others. Workshops and other group meetings can serve as a base for change if appropriate materials are provided (see Appendix: Table 1). These materials focus on creating awareness, assessment, planning activities, and evaluation for the purpose of changing attitudes of self-esteem and efficacy and decision-making behaviors.

The diagram on the following page represents relationships between elements in the school setting which are central to this handbook. The diagram shows how the cafeteria is the hub of the school environment or "inner circle." Other settings can be defined which are related to helping form positive attitudes and behaviors. They are shown in the outer circle. Classrooms, libraries, school grounds, and clubs all fall into this category.

The school environment can be described by four major ideas. The physical environment has a dramatic impact on attitudes and behaviors. Color, noise, setting size, and population all have an impact. The second idea describing the school environment involves rules. Here, the focus is on those rules that order the behavior of individuals. Rule enforcement is a key problem in schools. A third idea is attitudes. Attitudes are shaped by color and light in the environment. They are also shaped by rules that guide behavior. Attitudes that participants have about themselves (self-esteem) and about their participation in school (efficacy) are especially important. So are decision-making behaviors. They translate attitudes into action.

THE SCHOOL ENVIRONMENT



One easy way to see how the principles given in the beginning of this section and in the diagram you have just studied go together into an actual practical case in environmental change is to give you that case. The following example is about a real school and things that were actually done as a result of people working with School Environmental Impact Program materials. The school will remain anonymous.

A Cafeteria Problem

Think about being in a middle school in southern Indiana. The school has a problem. The problem is identified by the principal as noise and destruction in the cafeteria. People in the school want to solve this problem.

The principal is aware of the School Environment Handbook. He looks at the material and decides it may help him to solve his problem in the cafeteria. Using the material, he meets with a team from the school. This team includes the school secretary, the librarian, one of the food service workers, the janitor, a part-time counselor, two parents, two teachers, and two students from the school. He meets with this team, because he knows that a problem such as noise in the cafeteria cannot be solved by one person alone. All of these people, the custodians, the librarians, the secretaries, the food service staff, are an important part of what is termed the support staff in the school. They are all part of making important changes in the school setting.

The team spends the day using workshop materials from the School Environmental Impact Program. They become more aware of their environment and its problems. They see, for example, that the noise in the cafeteria may not be due to the cafeteria at all, but probably due to the construction of the new gym which keeps students in the cafeteria during the entire cafeteria lunch period. This period is 45 minutes. It is crowded. It is noisy. It is impossible to "let off steam" in the lunch hour.

The team then spends some time assessing their problem. They gather information from everyone in the group about what the problem is, what might be done about it, and what might be needed. They find, for example, that they have no money to solve the problem; and they have very little time. Their strength is the people in their school and their willingness to help.

The group then goes through some planning activities and decides it is indeed construction that is causing the cafeteria problem. The group decides that the students need a place to go after they have finished eating. This will concentrate eating in the cafeteria and letting off steam in another section of the school. The principal says there is a little used room next to the art room which can be converted into kind of a recreation area. The teachers offer games, books, and other materials for the area. The librarian agrees to donate some posters. All of these activities will give students a place to go and will make the room colorful and oriented towards talking. The group decides that the halls could be brightened between the two rooms, and the cafeteria itself could be rearranged for the smaller groups of students who will be eating there at any one time. It could also be more colorful. All of these ideas are written down, and people

are asked to help to carry out the plans. Basically, there is a room to design and decorate. There are halls to make more cheerful and a cafeteria to be reorganized.

Everyone takes a part in the planning activities. Within four weeks, the new plan is in operation. It is easy to see the difference. Walking into the cafeteria, one can hear that the noise level has been cut down by over half. One can also see students actually eating for the first time. As a direct result of the plan, the recreation room is crowded; but it is full of activity and students being able to talk with one another after they have finished lunch. The halls are brighter, and the teachers seem to notice. The food service workers are very pleased with the new space in the cafeteria. It makes serving the students easier. The janitor also has an easier time cleaning up the cafeteria.

The results of this small change are dramatic. There is less noise and destruction in the cafeteria; there is more concentration on eating in the cafeteria; and therefore, more students are actually eating their lunch. While they still wish they could go to the gym after they have finished their lunch, they have improved the attitudes and the behaviors of the people concerned.

This small example shows us at least four very important things about the school environment and this program. First, it shows that little changes can make a difference. These people had no money; they did not have much time; and they could not contribute much besides their own personal effort. But the total amount of time for the entire change was ten hours. No one spent more than 45 minutes in the effort. The difference, of course, was dramatic.

The example shows that all kinds of people are needed in order to carry out environmental changes, whether they are small ones or large ones. If the principal had initiated the activity, he could have assigned the room; but without the cooperation of the food service people, the janitorial staff and the teachers, the recreation room would not have had the resources to allow the students to spend their free time in ways that they wanted. Without the students, of course, the recommendation for games in the room would never have been brought up. This team concept permeates this handbook. It does so because it has been found that in order to make environmental changes, it is better if everyone is involved and everyone participates in the decision.

Third, the example shows that there can be problems in the cafeteria, but the cafeteria can be a reflection of a problem rather than its cause.

In this case, the construction was causing the problem. The cafeteria was obviously suffering as a result, but it took another room -- a converted classroom into a recreation room -- to solve the problem. These kinds of linkages between settings in the school are the focus for environmental change and these handbook activities.

Finally, there are a lot of links that can be seen in this particular case. People -- teachers, food service people, administrators, secretaries, and others -- were cooperating. They were cooperating because the problem involved all of them. Yet, think what would happen if a whole range of programs could be initiated in the classroom, in the cafeteria, and in other parts of the school at the same time. The case shows that a program like the School Environmental Impact Program can set a base for a linkage to other kinds of programs in the classroom, by the food service people in the cafeteria, by the librarians in the library. When a program like the Nutrition, Education and Training Program links together nutrition education in the classroom, food service training, school environmental impact and other studies, a powerful mechanism is created for total environmental change. When some changes initiated by this program can link to other ongoing school programs in the classroom and in other areas, even larger changes can result.

HOW TO CARRY OUT HANDBOOK ACTIVITIES

Using the Handbook Materials

There are three parts to the School Environment Handbook. They can each be used in a variety of ways. In this section, the parts will be outlined and the variety of ways in which they can be used will be described.

Part I is titled "Overview and Workshop Activities." This part provides a rationale for how and why environments have an impact on the attitudes and behaviors of school participants. It also provides ways of using handbook materials. The final section includes a model for workshop activities. One useful way to initiate considerations of environmental change is to run a workshop with school participants that includes a cross-section of students, teachers, administrators, support staff, and parents. The workshops help to create awareness of the environment and to serve a planning purpose for determining the kinds of changes that can most easily be made.

Part II is titled "Awareness and Assessment Activities." This part serves as a rich source of activities for environmental awareness and assessment of the school environment. The first section deals with awareness activities. Most school participants are not aware of their environment and its impact. The activities focus on awareness so that people can see how they feel about themselves and their role within the school, particular settings within the school, and larger aspects of the school environment that promote positive or negative attitudes and behaviors. Assessment activities are contained in the second section of Part II. They include both small and large group activities to increase information about how people feel about their school and their behaviors within it. These assessment activities help to increase information about important topics.

Part III is titled "Planning Environmental Change." The first section involves how to work with existing goals or how to define new goals involving changes in schools. A step-by-step process for planning activities in order to successfully carry out or implement the goals that are selected is then given. A variety of evaluation activities are included that help to evaluate the short-term and long-term success of the activities that are undertaken.

These three parts of the handbook can be used separately or together as part of the total school planning experience. Throughout each of these parts, the attempt is to provide well-defined, concrete, time-saving ways for schools to achieve goals that they wish to achieve and determine changes that are key in their school environments.

Carrying Out Activities

There are several ways in which activities in the handbook can be carried out. They can be carried out by a single person within a school who wants to promote environmental change. They can be used by established groups, such as an advisory committee or a school planning committee, to accomplish one of its major tasks. The school also might wish to form a new group to deal with a particular problem. Finally, schools might wish to work with other schools so that groups of staff from schools can cooperate in a multi-school effort.

Each of these ways for carrying out activities will be explained below. Before that, however, there are some general guidelines which have proved helpful across individuals and groups who have used these materials. They are:

1. Review the handbook materials to decide which parts are most useful to your goals.

2. Select specific activities from the handbook.

3. Generally, awareness activities need to be used first, assessment activities second, planning activities third, and evaluation activities last.

4. Make sure the people who work with you represent all the types of people who can help you and who will be affected by the changes you want to make.

5. Plan to use the materials and make changes over a realistic period of time (a month, two months, six months).

These ideas have proved useful for any person or group using the handbook. Below are some ideas and examples for changes made by individuals, existing groups, new groups, or a few schools.

One person carrying out activities. If an individual wanted to promote environmental change, the handbook materials would be useful to him or her. An administrator, teacher, staff person, or student could easily utilize the materials as a basis for change. A counselor, for example, might want to use two or three of the activities from the awareness section in an in-service meeting of fellow counselors in order to promote environmental awareness. A teacher might use one idea in his or her classroom, such as putting plants in the window. A student club might want to undertake a survey of school attitudes or behaviors and use some of the assessment activities in order to carry out this goal. Any individual could also actually run a workshop with the group using the workshop materials like the principal did who had a problem with noise in the cafeteria.

A group carrying out activities. Another strategy for using these materials involves an established group. This group can be any planning

or activities committee within the school. What is essential here is that the group can see environmental change as part of its goals and activities. Regardless of whether the group is a subcommittee, a whole group, or an extended group involving other school personnel, workshop activities can be effectively used to pinpoint problems and suggest changes. If awareness is a problem, an awareness campaign can be planned using Part II materials. A group might try to increase awareness of school vandalism using handbook materials. If information is a problem, a food service person might use a survey from the assessment section to determine students' opinions about the cafeteria. Any group can use the planning steps in Part III to help them make changes which the group has already defined.

Forming a group to carry activities. In order to form a group for the specific purpose of environmental change, several guidelines should be followed. First, it is important to have a cross-section of school participants which include administrators, teachers, support staff, students, and parents. This cross-section will allow for significant resources and reinforcement for the changes. Secondly, it is important to have a group which shares a common purpose, this purpose can be at a very general level of helping to improve attitudes and behaviors in the school. On the other hand, it may be a more specific purpose, such as improving the physical environment of the cafeteria. Activities carried out by groups have included hallway posters, new cafeteria schedules, individual class projects, new courses in the curriculum, and a wide range of other projects.

Working with other schools to carry out activities. The handbook materials can serve as a base for district-wide change. Several schools in a single system including elementary, middle/junior high, and high schools can get together and promote improvement of attitudes and behaviors. There are two basic requirements in the formation of such a group. First of all, people from each school desiring to cooperate must form a core group to carry out activities. This group should be no larger than 10 to 15 people. Second, there must be some room for in-service or other opportunities for cooperating schools to meet during the calendar year in order for personnel to be trained and for activities to be initiated in individual school settings. Activities which have been carried out across schools include rule information exchanges, cafeteria poster contests, hallway monitoring successes, and a full range of student, parent, and school personnel meetings and projects, often involving community agencies as sponsors.

In this way, the materials from the handbook will provide a basic resource shelf for schools. The materials cannot be used in their entirety. However, using certain sections that fit the needs of a particular school or school system in changing its environment will enhance the likelihood that local change will be longlasting and successful.

WORKSHOP ACTIVITIES

This section of the handbook presents a format for conducting workshop activities in order to promote environmental change. The purpose of the activities is to help school participants to increase awareness of their school environment and plan activities which might be carried out to improve attitudes and behaviors in schools. The activities can be used in a single day with approximately five hours of time for conducting the workshop, or they can be spread across several days

Workshop Organization

The organization of the workshop is simple. Recruitment of individuals to the workshop can be done by any individual in the school. The workshop can be conducted for a specific group of people, such as a group of teachers or a group of students; but is preferably conducted for groups that stretch across several positions. The ideal personnel for a workshop would include administrators, teachers, students, support staff and parents. Support staff can include custodial staff, cafeteria workers, librarians, nurses, counselors, and school secretaries. A group of approximately 10 to 15 people could form an ideal group for a workshop.

Once the group is determined, several types of activities are important to actually setting up the workshop. These ideas are based on pilots across the State of Indiana in workshops conducted at the K-12 level during the 1979-80 school year. A checklist of tasks to set up the workshop can be listed as follows:

1. Choose a workshop site that helps group interaction. This workshop site might best be found outside the normal school setting;

2. Arrange for the time of the workshop to encompass a five-hour period. An ideal timing might involve a workshop that would begin at 9:00 a.m. and run through until 3:00 p.m. This would allow an hour break for lunch, and people could enjoy having a meal together;

3. Make sure individuals understand the purpose of the workshop and why they are getting together. This can be done through a simple memo sent to people who are involved;

4. Arrange for transportation to the workshop site so that people (students, for example, who may not be able to drive) can attend the workshop;

5. Be sure that you have plenty of blackboard space or large sheets of paper and pencils or pens in order to

share ideas across the group and to be able to have a record of ideas and decisions that were made during the workshop;

6. Providing refreshments in the morning and afternoon can help the group to accomplish its work;

7. Arrange for the group to meet around one large table or in a setting in which they can feel comfortable, easily interact and do some writing activities;

8. Arrange for name tags for individuals if people do not know one another well. This is often necessary when a cross-section of school personnel come together that have not been in planning sessions previously;

9. Be sure that you have multiple copies of the activities that are contained in this workshop packet;

10. It is important for a single person or two people to take leadership for the group, to study the workshop activities and be prepared to conduct them in the workshop. Preparation time for this is minimal. Within one-half hour of study, an individual should be able to conduct any or all of the workshop activities; and

11. Be sure that the workshop does not run over its scheduled time. Ending on time is important to the continued participation of individuals involved in the meeting.

Carrying out the above tasks can be done simply and with practically no time investment. The entire workshop can be organized within an hour's worth of extra time of the individual or individuals involved in the leadership roles.

Using Workshop Materials

There are basically four activities involved in the workshop. They include activities on awareness, assessment, planning and evaluation. Each activity takes between 45 minutes and 1 1/2 hours to conduct. The activities can be used in a single workshop according to a schedule that allows for 9:00 start time with an hour for awareness activities and an hour for assessment activities in the morning. There is then a 1 1/2 hour session and a 45 minute session in the afternoon. The first would be for planning; the second for evaluation. In using the workshop activities, the format should be one of getting ideas out in front of the group. This is especially true of the awareness and assessment activities. Group agreement begins after lunch in the planning activities when it is necessary to state a goal and to evaluate a plan of action.

For each of the activities discussed below, the form for carrying it out is found on the page indicated in the box. If the activities are used with a group, the right-hand box at the top should be filled out. In this way, it is possible to collect the forms to see whether, for example, teachers responded differently than students, males than females, or different grade levels of students responded differently. This type of analysis will show whether certain categories of people think alike or differently. It may help in pinpointing strengths and weaknesses and areas for change.

Awareness Activity: Page 17

The purpose of the awareness activity is for individuals to fill out Activity 1 and then to discuss responses for each question as a group.

At the beginning of the session, individuals should fill out Activity 1 by themselves. They should fill out the routine data information at the top of the form on the right-hand side which gives their school, their position, and their sex. This is so that if forms are collected from the workshop, individuals can understand what different groups feel about their school.

When people have filled out the Activity by circling the numbers on the right-hand side of the form, work with them on each question taking tallies of the group. You might want to use large sheets of paper in order to see the number of responses for each question in each category.

The questions are designed to help to tap attitudes and behaviors. The first five questions focus on attitudes. Here, the concern is to identify people's self-esteem and their feelings that they can do things in school. If many people in the group have 4's and 5's as responses in these categories, a very important resource base is already set for change. When people feel good about themselves and the things they do in school, this can be a powerful source for getting things done.

The next three questions, 6 through 8, involve decision-making activities. In order to make decisions, people need information; they need to make choices; and they need to take action based on those choices. Having some people who have decision-making skills will be an important base for changes you make.

The last two questions give some clues as to what people feel are problems and opportunities within the school setting. At this point, people should just think about possible problems and opportunities and not about taking action on them. At the conclusion of the awareness activity, people should feel that they have thought about questions that they had not often considered before and that they have an awareness of how various individuals feel about the school environment and the types of actions they are used to taking. You should also have some direct idea of things people like least and most about the school.

Assessment Activity: Page 18

The purpose of the assessment activity is to get some information from people about barriers and opportunities for change within their school setting. Here, the focus is on continuing from the last set of questions in the awareness activity to actually determine important problems people feel are in the school and important resources that they have for problem-solving. Activity 2 should be used in order to pinpoint problems and opportunities.

In using Activity 2, individuals can fill out the form by themselves first. They should have plenty of time to do this. Again, they should complete the information in the upper right-hand corner. You may want to break the group into small groups of two to three people and have them discuss each question before coming together as a whole group.

During the whole group discussion, the people should pool their responses to the questions. The questions about places in the school will identify settings where there are problems and opportunities. People may really like the cafeteria. Therefore, this is an area where why they like it can be explored in order to see how other environments might be made more like the cafeteria. The same is true for negative settings. If people do not like them, there should be reasons that can be articulated which will apply across settings in the school.

The next set of questions focus on the best things about people in the school. The purpose here is to find what the personal resources are in order to help carry out change. Personal resources are often the most important resource for getting something done. The next question on present problems is to identify those problems which need to be worked on by the group. The final two questions are to get people thinking about barriers and use resources in order to affect change.

As a result of the assessment activity, people should have a good idea of what they feel are the most important problems to tackle and what the barriers and opportunities are to getting some things done.

Planning Activity: Page 19

The planning activity is designed in order to have participants identify a specific goal on which they would like to work. They then

design activities which the group and individuals in the group can carry out in order to achieve the goal.

The planning activity (Activity 3) can be conducted by working with the group as a whole in order to identify possible goals or having each individual write a goal and then discuss it. The goal or goals should be clearly identified before proceeding the planning activities. Once the group has chosen a goal or set of goals for action, then individuals should outline plans for carrying out the activity and individual contributions. It is very important that individuals see ways in which they can contribute to plans that are being made.

As a result of the planning activities, individuals should have a clear goal in mind and have outlined a set of steps in order to achieve the goal, as well as individual responsibilities in making the plan a success.

Evaluation Activity: Page 20

The evaluation activities are designed to be used before, during and after the goal is achieved. The evaluation is not a final evaluation, but an attempt to assess what is going on and future activities that can be conducted.

The evaluation activity (Activity 4) should be filled out by individuals at the time the activity begins. Their perceptions of what is happening and what will happen as a result of activities they will carry out are very important. Then the group as a whole should discuss each of the items in the evaluation and compare notes on what they believe are important barriers and gains from carrying out the activities. As a result of the evaluation activity, individuals may want to revise some of their plans because they have anticipated barriers and outcomes they had not thought of before.

When the evaluation activity is completed, individuals will see a process through which they can make any environmental change. The group may want to meet again in order to clarify certain aspects of the workshop activities. Ongoing planning activities and time for meetings as well as checkpoints in carrying out the plan should be established in order to assess how the plans are operating.

As you can see, the workshop activities are relatively easy to conduct. On the next page is a case study of a workshop that actually was conducted that may help you to see some of the specifics of any workshop.

A School Workshop That Worked

The setting was a hotel. Most people from Milton School really liked to go there. The conference room held a big round table where all of the twelve people could talk easily with each other. The lighting was good and refreshments were available inside the room.

When the team from the school arrived, introductions began. First, the leaders introduced themselves and what the program was about. They went through the workshop schedule and indicated the purposes of the activities. The participants in the workshop were then asked to state their name and what they felt their favorite environment was. Home, school, and community settings were mentioned. Most people choose their particular place in the school where they worked and home settings, such as the family room or the kitchen. By the time the introductions were completed, everyone knew each other. People had a sense of awareness of the environment around them and what they liked about their favorite environmental settings.

The group began with the awareness activity. They filled out the forms and then orally shared the results. A big piece of butcher paper was numbered with the questions and the possible results. People raised their hands if they answered the questions with either 1, 2, 3, 4, or 5. In the end, the group looked at the information and decided that there were very positive attitudes among this group about their school. Some of them had important decision-making powers. Others did not seem to have very much. Over refreshments, the group indicated how their awareness of themselves in relationships to their school environment had increased as a result of the activity.

Then the assessment activities were begun. Here, the group focused on the cafeteria, hallway, and classroom settings and the strengths and weaknesses of them. It was clear that there were a range of problems in the school including noise, vandalism, lack of school spirit, curriculum problems, cafeteria lines, and general overcrowding. By the end of the session, the group had listed a wide range of problems and strengths and weaknesses in their environment. The session was closed by individuals being asked to write down one particular goal that they thought they could pursue. The goal needed to be specific and stated in a single sentence. The group then adjourned for lunch

Over lunch the group had a good meal and enjoyed talking with each other. Very little was talked about in terms of the program, but a great deal of information was shared socially; and people got to know each other quite a bit better. People also discussed some of the high points of the morning meeting and the kinds of information they had gained from it.

Returning from lunch, the group worked on deciding on a goal for change. The group started by sharing the goals they developed before lunch. The goals were posted. They began with about nine goals and ended up with through discussion with six goals. The group then talked about what goals could be most easily accomplished and what would involve the entire group in carrying them out. The goals were then reduced to three.

The three goals involved making major changes in the cafeteria in terms of arrangement and food distribution as well as giving students access to the library and several classrooms after lunch. A second goal focused on hallway noise and a monitoring program which could be developed in order to make the hallways more liveable for everyone. A third goal focused on caring for the needs of individual students and applying a more individualized approach to all aspects of the school programs. The group struggled through these three goals for awhile and then a vote was taken. The majority of the group voted for making cafeteria changes as the most practical one and having the most impact. The group then set out to identify a goal statement that was precise and clear.

Once the goal was identified, the group then went through the steps it would take in implementing the goal. Individuals thought of three or four ways the community members could be interested in the project and lend time and/or resources. Everyone identified their own role in carrying out the changes. Some of the students, for example, agreed to put together student projects in decorating the cafeteria and in designing some of the new arrangements. When the session was finished, the group had a plan.

After some refreshments, the group went on to talk about how they could evaluate whether their changes were successful or not. They carried out the evaluation activity and identified what could be a major problem with parents in terms of the kinds of activities that would be encouraged in the cafeteria. They then went back to their plan and added a step of informing the parents through the PTA ofthe changes and the new rules. The meeting adjourned promptly at 3:00 with everyone feeling that they had something to do toward the change the next morning.

AWARENESS

INSTRUCTIONS: The items below are designed to determine your awareness of your attitudes and behaviors. A scale is involved. The scale begins at #1 and gets higher until #5. At the #1 level you are responding "never" to the statement. At the #5 level you are responding "always" to the statement. #3 is the neutral point or middle point where you are saying that you do something or feel something about half of the time. This scale should be used throughout the following items. Circle the one number beside the scale which is closest to your feelings or behaviors. 1 = Never, 2 = Some of the time, 3 = Half of the time, 4 = Most of the time, and 5 = Always.

* * * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5

Grade ___ ___

Sex:

1 = Male	1
2 = Female	2

		Never	Some	Half	Most	Always
1. I like myself when I am in school.	1.	1	2	3	4	5
2. I do things that matter to me or to others in school.	2.	1	2	3	4	5
3. I think that I matter to at least one other person in school.	3.	1	2	3	4	5
4. Students I know at my school like me.	4.	1	2	3	4	5
5. Adults I know at my school like me.	5.	1	2	3	4	5
6. I know what is going on in my school.	6.	1	2	3	4	5
7. I help to make choices about what will be done in my school.	7.	1	2	3	4	5
8. I do things to help improve my school.	8.	1	2	3	4	5

9. The thing I like least about school is:

_____

_____

_____

10. The thing I like the most about school is:

_____

_____

_____

ASSESSMENT

INSTRUCTIONS: The statements below are designed to help you assess areas of strengths and weaknesses in your school. Please complete the statements frankly and directly. Your answers will be combined with others to get a "total picture" of potential problems and opportunities.

* * * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5
Grade	___ ___

Sex:

1 = Male	1
2 = Female	2

1. My favorite place in my school is _____ because _____.

2. The place in my school where I do not like to spend time is _____ _____ because _____ _____.

3. The best thing about the people in my school is _____ _____.

4. The most pressing problem that exists in my school right now is _____.

5. The biggest barrier to getting things done in my school is _____.

6. The most important resource (person or thing) for getting things done in my school is _____.

PLANNING

INSTRUCTIONS: In this section, you will be planning for environmental change. First, you will formulate a goal and write it in the space provided. Once everyone has agreed on a goal, then you will determine steps you think need to be taken in order to accomplish the goal. Finally, you will consider what you personally can do to help achieve your goal.

* * * * * * *

School _____

Position:

1 = Administrator	1
2 = Teacher	2
3 = Support Staff	3
4 = Parent	4
5 = Student	5
Grade	___ ___

Sex:

1 = Male	1
2 = Female	2

1. GOAL: _____

_____

_____

2. PLAN FOR CHANGE: STEPS

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

3. MY ACTIVITIES:

1. _____

_____

2. _____

_____

3. _____

_____

EVALUATION

INSTRUCTIONS: Evaluation of the success of your plans is an essential part of making changes. Evaluation can be carried out before plans are implemented to anticipate problems and outcomes. It can also be carried out after plans have been implemented. Here, you are asked to evaluate your plans in order to anticipate problems and outcomes. Please answer all of the questions below.

* * * * * *

School _____

Position:
1 = Administrator 1
2 = Teacher 2
3 = SupportSStaff 3
4 = Parent 4
5 = Student 5
Grade ____ ____

Sex:
1 = Male 1
2 = Female 2

1. What specific goal or goals are you trying to achieve?

_____

_____

2. What are particular steps involved in the plan which is being carried out?

Short description _____

_____

_____

3. Are there any obstacles to carrying out these activities? ___Yes ___No

(If Yes, what are they?) _____

_____

4. What is the reaction of the following groups of school participants to the activities?

Students _____

Teachers _____

Staff _____

Administrators _____

Parents _____

5. What is the major result of the activities? _____

_____

_____

6. What information does carrying out the activities give to the participants that they may not have learned otherwise?

_____

7. What could be successful about the activities? _____

_____

8. What could be unsuccessful about the activities? _____

_____

9. What can be done in the future to increase the achievement of your goal(s)?

_____

_____

ANNOTATED BIBLIOGRAPHY

Below are eight major works in the area of school environments and their impact. Those wanting to go beyond the handbook to search further for new ideas and practices should consult these sources. They all have excellent bibliographies. The first four sources are more theoretical, the last four more practical.

Ideas About School Environment

Barker, R. and H. F. Wright. Midwest and Its Children: The Psychological Ecology of an American Town. Hamden, CT: Archon Books, 1971.

Using an ecological psychology approach, Barker and Wright present an interesting, very detailed description of a midwestern town and its people. Barker and Wright pioneered work in behavior settings research, and use their technique of identifying relevant settings for behavior in their book. They present detailed descriptions of both their methods and results which will be valuable to readers who are interested in improving their understanding and appreciation of their own environments.

Holahan, C. J. Environment and Behavior: A Dynamic Perspective. New York: Plenum Press, 1978.

The effect of the environment is not necessarily direct, passive, simple, and readily predictable. In Environment and Behavior, Holahan urges the reader to seriously consider the variety of ways in which the environment can affect behavior. The relationship between environment and behavior is complex and often reciprocal, and Holahan describes ways in which the environment is mediated by participants' own adaptive maneuvers and actions.

King, Jonathan and Robert W. Marans. The Physical Environment and the Learning Process: A Survey of Recent Research. Ann Arbor: Survey Research Center, University of Michigan, 1979.

A thoroughly annotated bibliography of research on school settings and their impact. Includes a well-formulated summary of findings. Divides specific studies into instructional space, school size, space and density, climate, lighting, acoustics, and color.

Saarinen, T. F. Environmental Planning: Perception and Behavior. Boston: Houghton Mifflin Co., 1976.

Saarinen brings together several studies which focus on the individual/environment relationship. An important contribution of his work is his emphasis on the functional environment, the everyday environment which he sees as being most pertinent to the participants involved. His distinction between people's perceptions of their environments and their actual behavior helps to clarify the environment/behavior relationship.

Practical Information

Gump, Paul V., et al., "Participation in Nonclass Settings," In Barker, Roger G., et al. (eds.), Big School, Small School, Stanford: Stanford University Press, 1964.

This study examines relationships between school size, the number and variety of activity settings, and degree of participation. Activity settings are places where extracurricular activities occur. The first section of the study focuses on the types of activity settings while the second part considers the frequency of students' use of the activity settings. Subjects were students from a large high school (604) and from small high schools (less than 100) in the midwestern United States. Those students were given a list of non-classroom activities and were asked to indicate whether they had participated in them in the previous three months. Findings indicated that activity settings in large high schools were more frequently used than activity settings in smaller schools. Students in large schools participated in more activities, but small school students participated in a higher proportion of the available activities and held more positions of responsibility than students in the large schools.

Peccolo, Charles, "The Effect of Thermal Environment on Learning, A Pilot Study," Iowa City, Iowa: Iowa Center for Research in School Administration, University of Iowa, 1962.

This study concerns a two-classroom experimental school building, one classroom consisting of a model thermal environment, the other consisting of a marginal environment. The classrooms differed from one another in temperature, relative humidity and air movement. For fifteen days each room was occupied by twenty-two matched students. Matching was by intelligence, achievement, sex, and age. The experiment was repeated with a second set of students whose

only significant difference was a higher mean achievement score. The second set of students used opposite rooms from the first set. The students took a series of tests which were classified into three categories: reasoning tasks, clerical tasks, and new concept tasks. The results revealed a performance gain by the students in the experimental group. In every task, the students from the model environment improved more than the control groups, with especially significant gains on the reasoning and some clerical tasks.

Sampson, Foster K., "Contrast Rendition in School Lighting (Technical Report No. 4 from Educational Facilities Laboratories," New York: Educational Facilities Laboratories, 1970.

Sampson's work is an extensive field study of typical comparatively new school lighting installations to indicate which produce the most effective quality of light. Measurements of veiling reflections, and Contrast Rendition Factors were carried out. In many systems in common use in the United States lighting was less than 20 percent effective in terms of adequate glare free illumination. Rooms with peripheral illumination tested for better than those with uniformly distributed light sources in regard to: (1) uniformity; (2) wall and chalkboard illumination; and (3) general visibility of handwriting. Useful design information concerning improving lighting quality without increasing quantity or with reductions in overall quality is included.

Zeisel, John, "Stopping School Property Damage," Arlington, Virginia: American Association of School Administrators and Educational Laboratories, 1976.

Zeisel's report identifies typical school building features which increase the probability of property damage. Vandalism is likely to occur in places where students congregate to play or socialize. Administrator and architect awareness of this tendency allows for the correction of design problems soon after a school opens. Specific preventative measures are suggested for both existing and future school facilities.

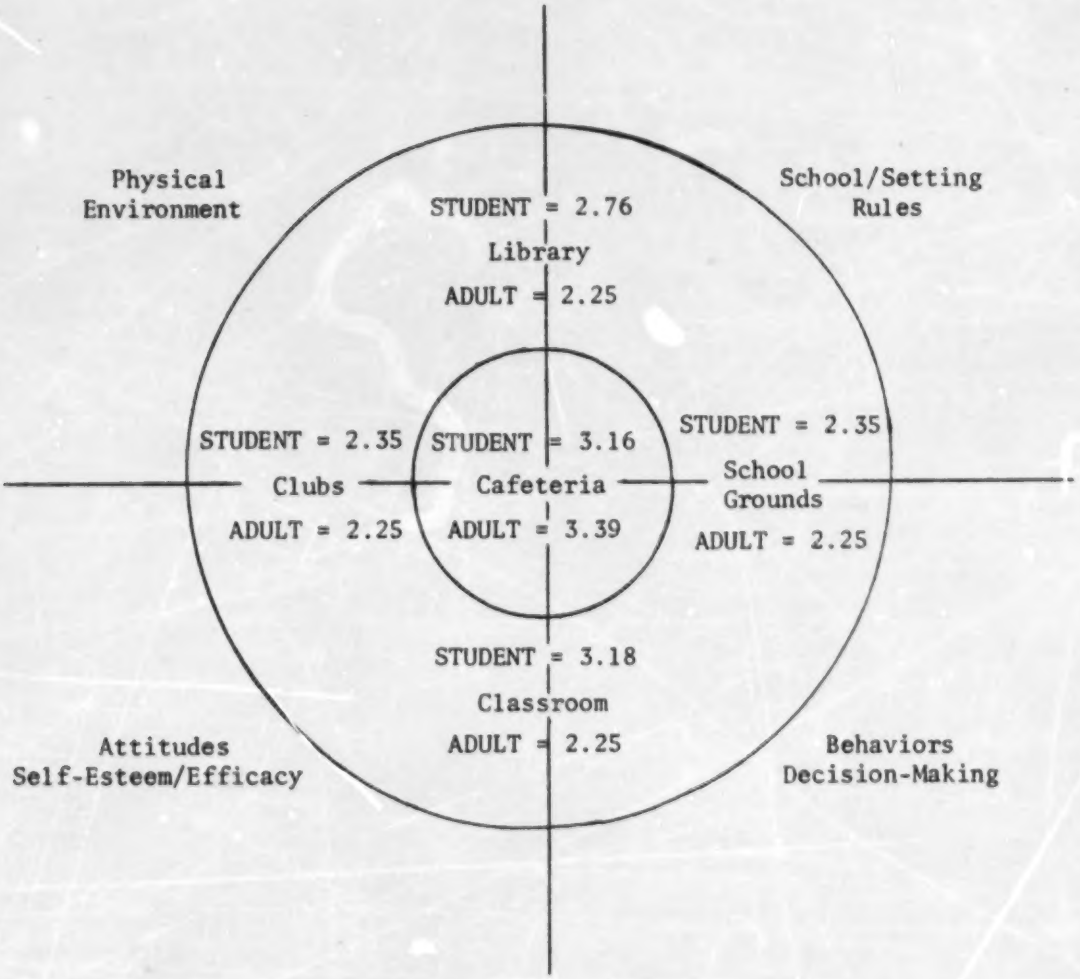
APPENDIX

FIGURE 1: CAFETERIA INFLUENCES COMPARED TO OTHER SETTINGS

TABLE 1: WORKSHOP EVALUATIONS

FIGURE 2: ATTITUDES AND BEHAVIORS INFLUENCED BY THE SCHOOL ENVIRONMENT

FIGURE 1: CAFETERIA INFLUENCES COMPARED TO OTHER SETTINGS



Means (scale = 1-5) for students and adults on impact. Students = 1,391 (K-12); Adults = 517 (administrators, teachers, support staff).

TABLE 1: WORKSHOP EVALUATIONS
(N = 79)

	A lot/ Yes	Much/Yes with Revision	Some/ Not Likely	Little/ No
Increase Awareness Your School	45	26	7	1
Awareness Activities are Workable	55	18	5	1
Assessment Gave New Information	32	31	15	1
Assessment Activities are Workable	53	22	3	1
New Goals/Plans as Result of Workshop	31	35	10	3
Goal Activities are Workable	56	20	3	-
Planning Activities are Workable	49	28	1	1
Evaluation Activities are Helpful	21	32	11	-
Evaluation Activities are Workable	40	21	3	-

FIGURE 2: ATTITUDES AND BEHAVIORS INFLUENCED BY THE SCHOOL ENVIRONMENT: K-12 STUDENTS (N = 1,391)